



NEW YORK COLLEGE
THE INTERNATIONAL COLLEGE OF GREECE

PSYCHOLOGY DEPARTMENT

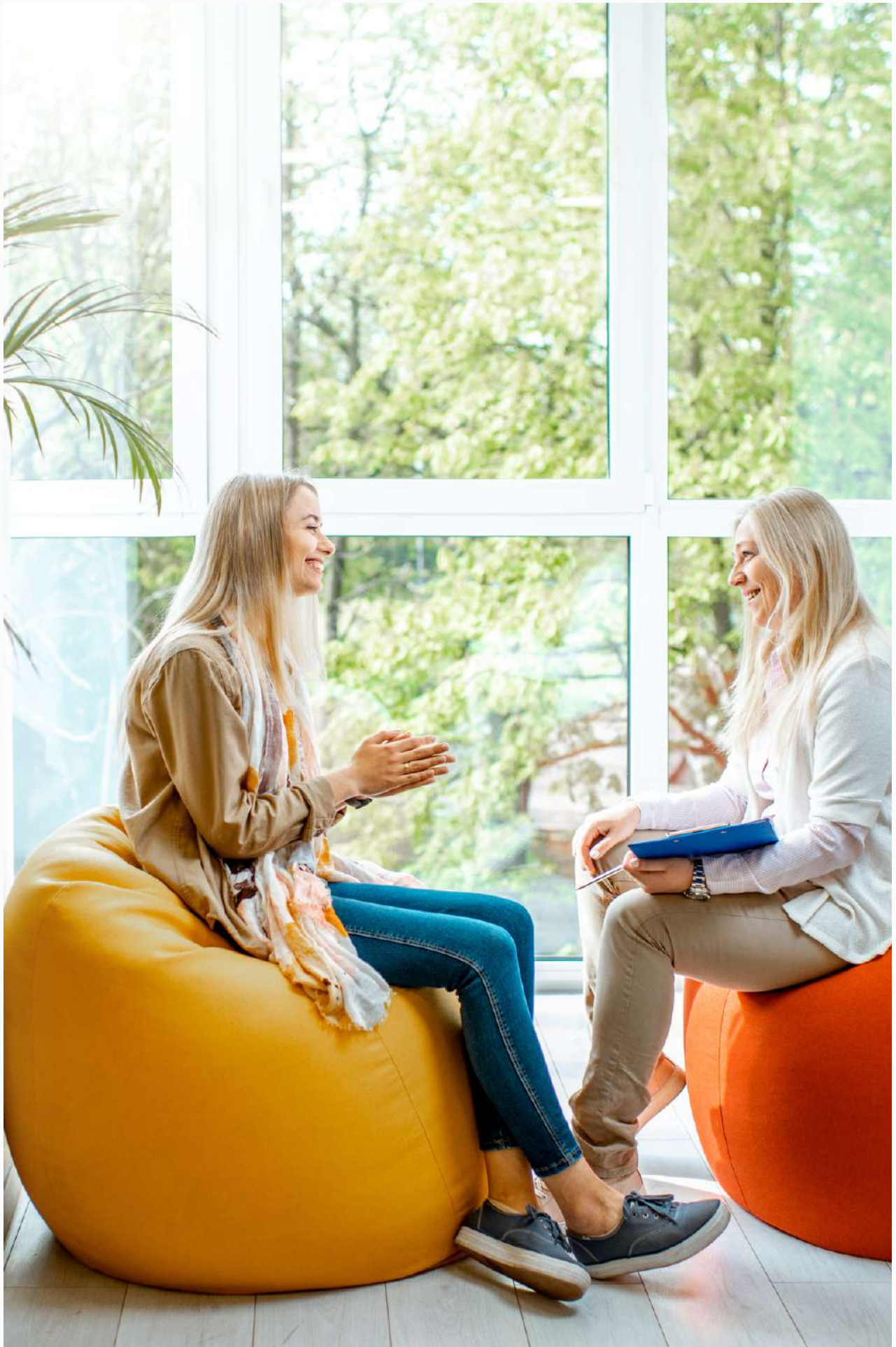
Studying International Psychology in Greece... at it's best!



FEATURED IN THIS EDITION:

· Welcome from the Head of Department · Psychology degrees offered at NYC · NYC Psychology Club –a student-led initiative
· Articles by faculty members: Lindy McMullin, PhD "It is possible to live authentically and be happy?" and Christina Tsaliki, MSc
"What is Post Traumatic Growth?" · NYC Psychology Department news: BPS Course Accreditation, Psychology Research
Laboratory and recent research publications · Student testimonials · Faculty biographies · NYC Student Counseling Service





Intro

Welcome from the Head of Psychology



The Department of Psychology at New York College is one of the School's largest Departments.

Through our 35 year collaboration with the State University of New York-Empire State University, and long time collaboration with the University of Bolton – a Guardian “top 50” UK University - our students enjoy high-level international studies supported by faculty who have a wide range of skills and backgrounds.

In the Department, we offer a choice of UK or US Bachelor degree, a BS in Human Development (Concentration in Psychology) with SUNY-ESU, or a BSc (hons) in Psychology, Psychotherapy and Counselling with the University of Bolton, UK. Our BSc (hons) in Psychology, Psychotherapy and Counselling programme is one of very few degrees in Greece that is accredited by the British Psychological Society and the only accredited undergraduate BSc (hons) in Psychology, Psychotherapy and Counselling on the Greek market. We also offer an MSc in Counselling and Positive Psychology, and an MPhil/PhD in Psychology programme at NYC Athens, in partnership with the University of Bolton.

At NYC, traditional teaching is combined with innovative and interactive teaching methods, thus providing students with a challenging environment where knowledge is pursued through a modern lens. In this issue, you will find the latest news and developments of the NYC Department of Psychology!

Antonia Svensson Dianellou, PhD

Head of Psychology Department, Associate Dean



Psychology degrees offered at NYC

The study of Psychology enables individuals, companies and communities to thrive and cultivate the best within themselves, and thus improve their experiences of work, leisure time and relationships. One of the most common reasons for studying psychology is to gain a better understanding of the self and others.

The field and study of psychology is vast and can lead to a number of career options for degree holders after graduation.

A psychology degree is very attractive to employers because it combines the study of science and humanities.

Psychology graduates are excellent communicators, as they possess a good deal of knowledge about people's behavior, how relationships are formed and about group dynamics.

This kind of knowledge is central to almost all jobs these days. There are many options for those who wish to enter the job market with a Bachelor's degree in psychology, such as going into management, administration, sales, marketing and human resources. If your aim is to practice as a Psychologist, then a minimum of a Master's degree is usually required, as you will want to specialize in an advanced field of practice.

All courses are delivered in English, with the exception of the Foundation year of the BSc PPC programme which is delivered in Greek.





Aerial view of the central administration building of the STATE UNIVERSITY OF NEW YORK in Albany, NY c.1980



STATE UNIVERSITY OF NEW YORK- Empire State University U.S.A.

35 YEARS OF STABLE UNIVERSITY COOPERATION!

New York College Educational Group has completed 35 years of stable cooperation with the STATE UNIVERSITY OF NEW YORK, the largest university in the US, for the conduct of its university programs in Greece.

Our students in Athens and Thessaloniki acquire an authentic Bachelor's degree from the American STATE UNIVERSITY OF NEW YORK - Empire State University, with the international recognition and the global prestige of the academic educational system!

The STATE UNIVERSITY OF NEW YORK is the largest university in the United States, with 64 campuses and 400,000 students. Empire State College is one of the 64 colleges and universities of the STATE UNIVERSITY OF NEW YORK with approximately 20,000 students each year. STATE UNIVERSITY OF NEW YORK- Empire State University (SUNY-ESU) offers fully accredited undergraduate and graduate programs, as well as professional degrees. Founded in 1971, it is internationally renowned for its flexible and innovative programs.

The Department of International Programs at STATE UNIVERSITY OF NEW YORK - ESU collaborates with educational institutions around the world to serve undergraduate students. Students participate in classroom and online courses in Athens, Thessaloniki and Prague (Czech Republic).



Undergraduate

BS Concentration in Psychology (Area of Studies: Human Development)

- A rigorous and flexible programme, offering a solid background for a number of subsequent career and educational choices.
- Students who complete the NYC/Empire State University undergraduate program can follow many career options such as human services specialists, personnel analysts, psychologists-psychotherapists, psychometric development specialists and counselors, to name a few.
- US bachelor's degree programs are designed to require 4 academic years of full-time study, with a choice of electives and a choice of majors.
- Elective courses are available in Psychology, Philosophy, Sociology, International Relations, Technology, Business and many more fields.
- Graduates can pursue further studies and/or work opportunities in many and varied settings related to mental health.





UNIVERSITY OF BOLTON MANCHESTER, U.K.

The UNIVERSITY OF BOLTON has its roots in one of the first engineering training institutions in Britain in 1824. The University's long-standing, centuries-old and multi-dimensional links with Industry, enable it to offer a large number of professionally recognized programs, accredited by the relevant professional bodies.

Top performance of the UNIVERSITY OF BOLTON in the British Universities ranking, according to the Guardian for 2022. In the 40 best universities in the UK!

According to the Guardian (Best UK Universities 2022 - rankings), the UNIVERSITY OF BOLTON was ranked 38th among all UK Universities, in terms of student satisfaction, with teaching standards (satisfied with teachers) and, in addition, in terms of overall ranking (Guardian score), it was upgraded by 4 places to 46th among all UK Universities for 2021-2022.



Undergraduate

BSc (Hons) Psychology, Psychotherapy and Counselling (3 years) & BSc (Hons) Psychology, Psychotherapy and Counselling with Foundation year (4 years)

A unique opportunity for students to explore, acquire and critically apply concepts, theories and models used in all three disciplines of mental health - Psychology, Psychotherapy and Counselling.

- The BSc (hons) in Psychology, Psychotherapy and Counselling programme at New York College in Athens is accredited by the British Psychological Society and taught and assessed in the English language only. We also offer a 4-year full-time programme (BSc (hons) in Psychology, Psychotherapy and Counselling with Foundation Year), the first year of which is in Greek and the remaining years in the English language.
- Graduates are equipped with many diverse skills to undertake different types of work, in the field of mental health, or to progress to postgraduate training in any specialist area of Psychology, Psychotherapy and/or Counselling.
- The programme provides students with the opportunity to undertake voluntary work in a placement, across both semesters during their final year, thus ensuring academic, professional and employability skills are developed side by side.
- Work opportunities are available in many and varied mental health settings. This course provides the ideal foundation for a successful career in psychology, psychotherapy and/or counselling (with additional training).
- The University of Bolton psychology courses are ranked top in the UK for teaching quality by The Times and The Sunday Times Good University Guide 2020, as well as top in the UK for student satisfaction by The Complete University Guide 2020. The University of Bolton is in the Top 50 UK Universities (2021 Guardian league table).



Graduate MSc in Counselling and Positive Psychology

Cohort 3 due to start in October 2023

This exciting and innovative Masters degree is an 18 month full-time programme, which involves the comprehensive study of selected areas, in therapeutic counselling and positive psychology at an advanced level, and leads to the acquisition of advanced professional practice and research skills. Topics covered include Positive Psychology theory, research and practice, therapeutic counselling and research methods for counselling and coaching. The programme includes 120 hours of supervised clinical practice.

Graduates of the programme can become members of the British Association for Counselling and Psychotherapy (BACP), the International Positive Psychology Association and the Hellenic Association of Positive Psychology (upon individual application). Graduates will be able to apply the skills learnt on this MSc within health and social care settings, in private practice, in research and teaching, and in management roles – essentially anywhere where working with people is the prime focus.

The distinctive feature of this master's programme is its flexibility, as the course is offered during weekends, so that professionals can successfully combine their post-graduate studies with working.



Graduate MPhil / PhD in Psychology

Students who are interested in conducting research may choose to continue their studies, after their Masters degree, by enrolling for a PhD in Psychology, offered by University of Bolton, UK.

The NYC Department of Psychology includes many highly qualified and research active members of faculty. Their areas of interest and expertise are listed below. Students who do not have a Master's degree, but have a good GPA and strong research method skills from their Bachelors degree, may be able to enroll for the PhD directly via MPhil route. Below you will find a list of the Psychology Faculty's areas of research expertise and interests.







Department of Psychology Faculty and Research Supervisors

Klio Geroulanou, PhD

Lesbian, Gay, Bisexual and Trans research, attitudes to same sex marriage and parenting, LGBT rights, clinical psychology and psychopathology.

Marsha Koletsis, PhD

Clinical assessment, eating disorders, postnatal depression, self-harm, therapeutic relationship, code of ethics, qualitative research (IPA and Thematic Analysis)

Agathi Lakioti, PhD

Specialized in Positive Psychology, psychotherapy as a "resilience enhancing" factor, Positive Psychology and character education in schools, counselling and psychotherapy areas of research, Employee Assistance Programmes (organizational settings), social empowerment programmes aimed at increasing the access and participation of women in the labour market.

Lindy McMullin, PhD

Specialized in Positive Psychology, Mindfulness, Ecopsychology, Greek mythology, Storytelling, Drama and transpersonal psychology.

**Want to know more? Visit www.nyc.gr or contact the Head of Psychology Antonia Svensson Dianellou, PhD
Head of Psychology Department, Associate Dean
Svensson@nyc.gr**

Professor, Dr. Joannis N. Nestoros

Neurofeedback (i.e. EEG training) and Alpha-Theta (EEG waves) training to exert therapeutic effects on mental and psychosomatic states, including autism, ADHA and Psychotic disorders, and the interaction of the above two computer-assisted methods with traditional (talking) integrative psychotherapy.

Ntaniella Roumpini Pylarinou, PhD

Investigative, criminal and forensic psychology, online harassment such as cyberbullying and cyberstalking, cross-cultural studies, revenge porn, coercive control, modern slavery, and sex trafficking.

Natasha Soureti, PhD

Health risk communication, HIV/cancer/CVD prevention studies, smoking cessation, empathy/nostalgia manipulation experiments, attitude change, PTSD and anxiety disorders.

Antonia Svensson Dianellou, PhD

Student well-being, resilience, childhood development, intergenerational relationships, grandparenting, retirement, social roles in ageing, social change, psychological and social impact of economic and health crises, dance movement psychotherapy and qualitative or mixed methods research.

Vasiliki Varela, PhD

Cognitive neuroscience, decision-making models, systems and pathologies of memory, attentional processes, language acquisition and disorders, applications of psychology in forensic settings and music perception.

The NYC Psychology Club

What do our students think?

The psychology club is where meaningful and insightful discussion, debate and learning on new topics take place. The welcoming and amiable atmosphere contributes to making it the pleasant and fascinating experience it is. The members in each meeting are introduced to new psychology related topics of interest, or expand their knowledge on them, through the exchange of ideas, opinions, and experiences. Furthermore, the club meetings supply the students with the core values of communication, respect and understanding. Us, club members, enjoy being part of the club, as we have established friendships, gained insight on new topics, expanded our academic skills, and developed a more ardent sense of belongingness and campus connectedness.

Meeting and conversing with new people from various fields of studies, a range of ages, and diverse cultural backgrounds is a part of the experience. As such, occurs the formation of new friendships and bonds, and increased sociality. This exceptional community fosters enthralling discussions that seamlessly merge scientific rigor with personal insights, leading to the expansion of mind, horizons, and knowledge. Furthermore, through the process of being introduced to new concepts and having discussions on them, reinforces critical thinking, and expressive and brainstorming skills. Beyond encouraging meaningful social connections, the club provides invaluable information that greatly enhances and transforms academic performance and fosters strong camaraderie among its members.

Helen Pantazara, Martina Chalkioti, and Despoina Kyriakatou, NYC Psychology Club members

What do you think? Will you join us?

The Psychology Club meetings will start once again after the summer break!

NYC students from any Department of studies are welcome. More news coming in October.



Meet **Sissy** the New York College Therapy Dog!

(a regular Psychology Club participant)





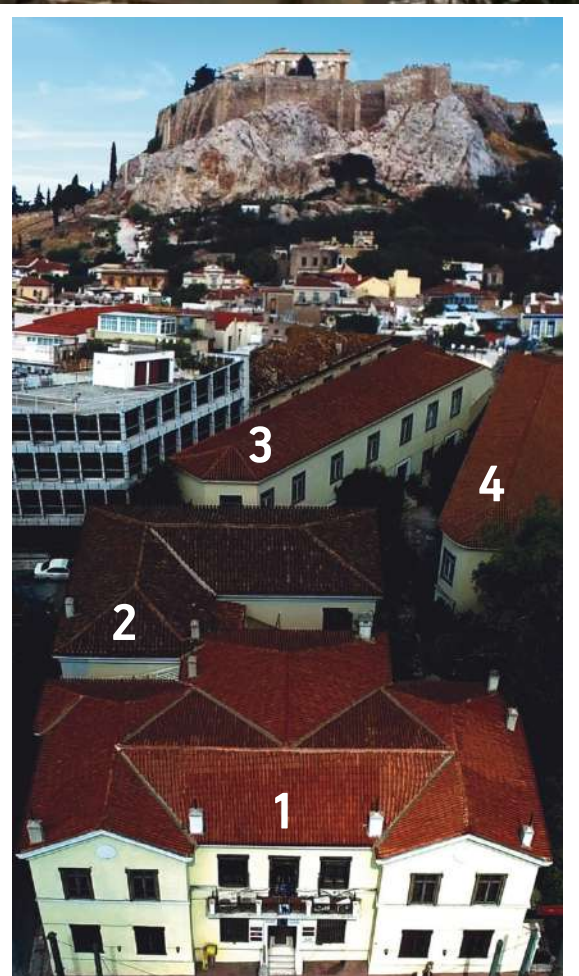


NYC ATHENS CAMPUS

The only multi-building campus in the heart of Athens!

New York College students benefit from a unique privilege: They study at the NYC Athens Campus, the only multi-building educational complex in the heart of Athens, whose history spans three centuries (19th-21st). Historically, the site where NYC Athens Campus is now located, was inaugurated as an educational facility in 1879, and is an iconic landmark of the Old City of Athens, literally in the shadow of the Acropolis.

RIGHT:
Panoramic floor plan of the 4 buildings (halls) of the NYC Athens Campus in the shadow of the Acropolis. Syngros Hall (building 1), Mumper Hall (building 2), Kapodistrias Hall (building 3), Paparrigopoulou Hall (building 4).





The BSc (hons) in Psychology, Psychotherapy and Counselling programme of the University of Bolton (UK) is also offered at the Thessaloniki campus of New York College! Contact Divina Alexiou, Subject Leader of Psychology at Thessaloniki Campus, for more information daleksiou@nyc.gr



NYC THESSALONIKI CAMPUS

In the heart of Thessaloniki,
in the historical area of Kamara!

NYC Thessaloniki Campus is the academic arm of New York College in Northern Greece and the wider region of the Balkans.

The Campus, located in the city centre, has conference rooms, a computer lab, a library, a writing centre and special classrooms with advanced audiovisual equipment and study areas.

NYC Thessaloniki Campus combines a student, technological and entrepreneurial character and is known for the vibrancy and diversity of its students.



— Articles by New York College Faculty

What is Post Traumatic Growth?

Christina Tsaliki, MSc

Psychology Instructor

University of Bolton at New York College



Resilience and posttraumatic growth have aroused a growing interest in psychological research during the last decades. To move from trauma to growth is a challenging task and we all have been asked to do so and reflect on the possible long term positive effects as individuals, communities and nations, after the pandemic, leading to collective resilience.

Negative experiences can spiral to positive meaning making, including the recognition of personal strength, the exploration of new possibilities, improved relationships, a greater appreciation for life and spiritual growth. Post Traumatic Growth (PTG) can flourish upon educational experiences, emotional regulation, narrative development and change of our personal story as well the collective history.

How is PTG related to collective resilience?

The study of resilience in Psychology has focused mainly on resilience as an individual construct (Castillo, 2012), emphasizing that protective factors can come from the community, family and individual sphere (Bergström; Dekker, 2014). However, there are fewer approaches that conceive of resilience as a fortress that develops because of social interconnections, when human collectives and communities creatively and actively face the challenges of the environment, be they human, natural or natural catastrophes and collective traumatic events such as the pandemic. However, studies show that there are people who, mitigate the effects of the disaster, according to their capacity for organization, communication and social support (Ntontis et al., 2018). These social processes contribute to a decrease in negative and an increase in positive affect, improve positive relationships with others, and reinforce the meaning of life and psychosocial well-being in general (Páez et al., 2011). When the stressors that affect groups of people promote adaptive behaviors after natural or social catastrophes, we speak of Community Resilience (CR).

Can we rewrite the collective mindfulness narrative in the digital era?

The collective unconscious mind can be the perfect ground for individual stories of resilience, in the times of internet and social media narratives. Going through a digitally enhanced state of social identity construction, the Self in Relation process can be both challenging and inspiring in the digital era, regarding the concepts of resilience and mindfulness. That is mainly because of the Collective Efficacy concept, that is the belief of a group, to obtain certain achievements together regarding their competencies and capacities (Bandura, 1997). A resilient community would have adequate mechanisms for the management of group conflicts, care for the environment, attention to the needs of the population, ability to work as a team for the common good and an attitude of autonomy to manage the community's social services (Carroll; Rosson; Zhou, 2005). All these possible selves, mirrored in the digital era of parallel flowing identities, can be seen through a collective journal of good moments and resilience embodiments, through the process of the social identity modelling theories. In other words, we can all offer our personal story of survival, within the narrative of both reminiscence and anticipatory savoring of small, everyday life changing moments, contributing to the social momentum of belonging and flow of events, in the global narrative map.



What does positive psychology have to offer in the aftermath of crisis?

From the outset, positive psychology has acknowledged that life has peaks and valleys (Peterson, 2006), that negative situations can give rise to positive growth (Ivtzan et al., 2015), and that positive approaches can help us through dark times (Fredrickson et al., 2003). For example, studies at the individual level have shown that higher use of character strengths is linked to lower levels of PTSD, for children living in war zones (Shoshani & Slone, 2016) and that gratitude helps patients with chronic illness, manage their pain and maintain wellbeing (Emmons & McCullough, 2003). Additionally, the move to remote learning, while negative for many students, has had a positive effect on academic performance for some, and has helped more students, to become self-managed and to develop continuous learning habits (Gonzalez et al., 2020). Moreover, research shows that positive approaches, not only help to minimize distress, but also serve to build important outcomes that allow people to rise above adversity and create lasting growth in capacities, outlook, and connection (Waters et al., 2021). For example, the group-level positive changes can include stronger employee morale, a deeper experience of professional meaning, greater levels of institutional forgiveness, and higher community resilience.

In the light of the above, we can all head to a newly found transition from learned helplessness to learned optimism and team spirit, using the tools of digital social solidarity and antifragility. Williams (2020) suggests that antifragility is the state of improving through disorder, disruption, and uncertainty and differs from posttraumatic growth in that, rather than being a response that occurs after a challenging event, becoming antifragile is a real time process that is proactive and intentionally used during the crisis itself as part of an individual's day-to-day work and routines.



— It is possible to live authentically and be happy?

L. S. McMullin, PhD

Psychology Instructor

University of Bolton at New York College

Do you know enough about building happiness?

Positive psychology is about building on strengths and virtues, but you may well ask how you can build something substantial when your foundations are rocky – when you know you carry trauma from the past. You may not even believe that you are entitled to positive feelings, because up to now they have evaded you and your defense mechanisms have become thick walls around you. Living in fear at a subconscious level that whenever someone triggers you, these walls may begin to crumble, will create chronic stress. You may try avoiding and even denying these triggers, because they leave you feeling vulnerable, turning to other shortcuts for quick relief. Is it the chocolate, shopping, sex, alcohol, and cigarettes amongst other, that brings you to the brink of joy, rapture, and comfort, or are they short lived? What about the scripts you follow, telling yourself stories about others, your feelings, and emotions – those mind-blowing games where you convince yourself that all the emptiness that you are experiencing is quite adequate, because that's the reality of life?

According to Martin Seligman (2017), all emotions have a feeling, sensory, thinking and action component. Positive emotions broaden intellectual, physical, and social resources; they expand creativity, experience and thought processes. Life becomes more generous, tolerant, energetic and health improves, bringing vitality and productivity. It isn't, however, possible to always have positive emotions, but it is important to have a mind set that includes faith, trust, confidence, hope, and optimism. It all comes down to an inner belief, a conviction, that nothing is permanent and that despite the trauma and hardship faced, life can be rich in meaning, rather than challenging and hard. Moving away from the binaries of good, bad, difficult, easy, and so on, it is important to focus on the capacity held within, in terms of potential, to build new skills with intention. To recognize, that everything that we face has a potential learning lesson within it, and to recognize and work, towards fully embodying the understanding that you are worthy of happiness.

To understand depth requires opening to experiencing life, learning through experiences, and transforming the way in which you perceive life. Modifying thought gives the brain the ability to reorganize or grow neural networks, as the brain never stops changing in response to learning. So, close your eyes for a moment after you finish reading this article, breathe deeply and practice gratifying thoughts that you are alive and full of potential. Say thank you and do not forget that you are unique and wonderful. Work with your strengths and virtues, setting short term goals and above all, believe that you deserve to be happy. Above all accept how you feel and honor your inner being with compassion.

Student Testimonials

BSc Psychology, Psychotherapy and Counselling University of Bolton Class of 2023

"As a graduate student of the British Psychological Society accredited degree in Psychology, Psychotherapy, and Counselling of Bolton University at New York College, I feel confident to share my student experience with you. I started my studies during the COVID19 quarantine, therefore, the classes were online for some time. Despite the difficulties, the teachers were always making the lectures as interactive as possible, however, going back into class on campus in the second year of my degree, made the learning experience reach its peak. It is reasonable that not every course appealed to me the same way, but generally I was excited with most of the courses and I found the labs very helpful and important for the understanding process. Moreover, as a student I tried to be, as involved as possible in the activities and opportunities that NYC offers (clubs, seminars, guest speakers etc.), which I believe also played a major role in creating this unique experience for me. All in all, I think of NYC college as a family environment; something that the teachers and the rest of the staff members create, and I see myself coming back for further studies, or perhaps even working one day at the college, that has provided me with all the personal qualities, skills and knowledge that I will need, for my next career steps."

Aliki Kekia

Graduate, BSc Psychology, Psychotherapy and Counselling
University of Bolton at New York College Athens

Congratulations Class of 2023 🎓

Congratulations graduates of the
BSc Psychology, Psychotherapy
and Counselling programme of
the University of Bolton!

Your hard work, passion and perseverance
has paid off. Having graduated from New
York College – and from your British
Psychological Society accredited course –
we know you will go on to do great things.

See you at the Graduation Ceremony!



(PHOTO FROM THE LEAVING PARTY ON THE LAST DAY OF CLASS)

MSc Counselling and Positive Psychology University of Bolton Class of 2023



"Having studied English at the University of Westminster and Classical and Modern Greek Studies at King's College London (University of London), completing CELTA at International House in London, postgraduate studies in ELT at Thames Valley University and at the CIOL (Chartered Institute of Linguists), I have worked in the ELT field for over 30 years as a tutor, teacher trainer, freelance translator, academic and career guidance counselor, oral examiner and coordinator for OFQUAL regulated awarding bodies.

In 2018, I co-established PACE (current B.E.S.A.) representing and running programs for CIOL, Coventry University, INTESOL and EDEN fifty-one. At the moment, we are representing and promoting VTCT UK Qualifications in Greece in the field of ESOL and other certifications. After acquiring a postgraduate Diploma in Career Counselling at the University of Piraeus with the late Prof Katsanevas, I developed a further interest in the field

of counselling and psychology, and decided to attend the MSc in Counselling and Positive Psychology programme at New York College, from which I graduated in the summer of 2023.

My expectations for this Masters programme were both met and exceeded, as I encountered tutors that had a sound and exceptional academic background and the environment was supportive, especially to mature students who believe in life-long learning. On my part, the Department of Psychology at New York College is highly recommended, as an educational setting that will help any individual reach their highest potential.

My sincerest thanks and gratitude to all that assisted me in this mind-blowing journey!"

Maria Alafogianni

Graduate of University of Bolton at New York College in Athens

MSc Counselling and Positive Psychology

B.E.S.A CEO & Founder

VTCT UK Qualifications Representative

Department of Psychology News

The University of Bolton BSc (Hons) Psychology, Psychotherapy and Counselling programme at New York College is now accredited by the British Psychological Society!

The New York College Department of Psychology hosted visitors from the British Psychological Society and our partner the University of Bolton, during May 2023. The BPS held a series of meetings with students, faculty and management and conducted an inspection of NYC premises, including the fully equipped NYC Psychology Research Laboratory. It has been confirmed that the programme at New York College meets the rigorous criteria of the British Psychological Society for course accreditation. The entire NYC course team were commended by the BPS on their "approachability and cohesive way of working as a team and supporting the students".

This news means that if you graduate from the University of Bolton BSc (Hons) Psychology, Psychotherapy and Counselling undergraduate degree at New York College in Athens, you will be eligible for Graduate Basis for Chartered Membership (GBC) of BPS. Graduate Basis for Chartered Membership (GBC) is an essential milestone, which demonstrates that a graduate has studied psychology in sufficient depth and breadth to meet the criteria of the BPS.

BPS course accreditation is both an important hallmark of quality for the education provider, that is extensively acknowledged by employers in the field around the world, and also, an essential stepping stone for students who are looking to progress to a BPS accredited professional postgraduate training, to become a Chartered Psychologist in their chosen field of specialization, for example Clinical Psychology, Health Psychology or Educational Psychology.

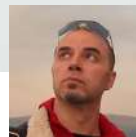


the british
psychological society
accredited undergraduate psychology



HELPFUL TIPS!

Academic Advising Top Tips for Success!



by Dimitris Panagiotopoulos

Greetings, everyone. I am Dimitris Panagiotopoulos and I am the academic advisor for the 'BSc in Psychology, Psychotherapy and Counselling' programme at New York College. The question I wish to discuss here is about the nature of academic advising. Students bring several questions and issues to advising. Getting into academia, especially for the first time, students invariably find themselves inside a new world where a lot needs to be learnt and applied, often quickly. One of the services offered in academic advising involves introducing new students (and any student really) to the skills they need, to cope with the demands of the program they enrolled in. With these in mind, let us turn to some core practical advice one should implement, to set themselves on course to successful academic performance.

The first thing you must absolutely ensure is that you have carefully read all the information in each module's guide. You wouldn't believe how much confusion and uncertainty could be avoided each year, if students were fully aware of the requirements of each module, as explained in module guides. Read the details of the assignment(s) carefully and make a note (both written and mental) of the deadline(s). Put these into some kind of calendar, organizer, electronic assistant, etc. Also, make a note of the Learning Outcomes in each module and make sure that, when studying, you take them into account (see also below).

Ensure prompt and adequate familiarization with the taught material, each week. It is best that, upon beginning your academic studies, you set aside a sufficient number of hours per week – outside of class time – to stay in contact with what has been taught in each module. Get into the habit of consulting the lecture notes (available through "Melo", the NYC Elearning

platform) and of expanding these via the literature (e-library, online searches for journal articles, physical library). Produce a progressively expanding body of notes from all the above, which you can use (a) as tools to enhance 'digestion' of the essence of the taught material, and (b) as revision material for the assignment(s) later in each semester.

Do not miss classes. There are a lot of information and analysis that take place in class, which cannot in any way be in the slides. Anecdotal evidence from students on the program has it, that the level of elaboration in in-class presentations complements and significantly elucidates the slides uploaded. Please remember: the slides are meant as aids, not, primarily, as reading/study materials. Therefore, do come to classes, you only stand to gain from doing so.

Advising can be one-to-one, but it can also take the form of group advising events. Typically, the first advising event takes place sometime in November (early), in order to introduce students to requirements of assignments, reading and understanding assignment briefs (the descriptions/instructions in the module guides), some information about academic writing, etc. Although advising cannot actually teach academic writing, it can still go a long way towards helping you to deal with the written assignments you will be asked to produce. You will be hearing about these events in due course, once the semester has started. Do not miss them!

Finally, stay tuned. Get into the habit of checking and using your @nyc.gr email address for important communications and information.

Overall, advising is about academic support, and it is there throughout the year to help you. Make sure you are aware of this and, last but not least, do not hesitate to ask for a meeting should you feel confused, uncertain, puzzled, or simply curious.

NYC Psychology Research Lab and Psychology Technician



Psychology as a field places great importance on research, which is a critical tool for evidence-based practice. The vast majority of faculty in the NYC Department of Psychology are active researchers and PhD holders. In the light of this, the Department of Psychology of New York College has a well-established Psychology Research Laboratory, known as the "Psych Lab".

The Psych Lab is equipped with many psychometric questionnaires, including the Wechsler Adult Intelligence Scale (WAIS-IV GR), an IQ test designed to measure intelligence and cognitive ability, and the Wisconsin Card Sorting Task. The lab also has research equipment such as an Electroencephalogram (EEG), heart sensors, a tablet and fitbit watch, and several computers on which a variety of software for qualitative and quantitative research is installed (including SPSS, R for Analysis, PEBL for the design of experiments and NVivo).

Psychology students at New York College can work on their research projects in a dedicated lab space, that offers them all the tools and support to create high quality, cutting-edge psychological research experiments. The full-time Psychology Technician (Martha Balasa MSc) is responsible for overseeing the daily functioning of the psychology research lab. Her main responsibilities are to ensure that the research lab facilities are kept in good order and fully stocked, and to offer drop-in support, as well as group and individual support to both students and faculty members, for all issues related to their research. The Technician can help with questions and guidance on working towards seeking ethical approval for research proposals, planning the practical aspects of data collection procedures, help with gathering participants and running experiments, statistical analysis and dissemination of the research findings.

Throughout the academic year, the Psych Lab offers psychology students a wide range of workshops and tutorials, complementing but not replacing, the content of the Research Methods classes that are included in all Psychology degrees, offered at NYC. The Psych Lab workshops focus on developing and practicing skills for how to conduct the most effective research, starting with searching Psychology databases to find the newest and most appropriate literature. The workshops also provide guidance, on how to enter data into SPSS and how to select and perform the most appropriate statistical tests, as well as support with interpreting statistical output.

Most importantly, the Psych Lab offers the opportunity to bridge the gap between research theory and practice, under the constant supervision and support of the Psychology Technician. This results in high standard research projects and a high quality, supportive and motivating learning experience.

Contact mbalasa@nyc.gr for more information.



New! Research Publications

Congratulations to the NYC Department of Psychology faculty members, and PhD graduate Dimitris Chionis, who published their research in peer reviewed journals during the past academic year.

Chionis, D., Karanikas, N., Iordan, A. & Svensson-Dianellou, A. (2022). Contribution of Risk Perception and Communication in Aviation Safety Events. *Transportation Research Record*. Vol. 2676(3), 405–416.

Mantzios, M., Zervos, K., Koletsis, M., Giannou, K. (2023). Mindful Eating and eating behaviours in Greece: Exploring the validity and reliability of mindful eating scales and other eating behaviours for Greek-speaking populations (submitted for publication).

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Faculty



Head of the Psychology Department

Antonia Svensson Dianellou holds a PhD in Developmental Psychology and BSc (hons) in Psychology from Goldsmiths University of London (Unit for School and Family Studies), an MSc in Health Psychology from the University of Surrey, UK and a PGDip in Dance Movement Therapy from the University of Hertfordshire, UK. Apart from heading the Psychology Department since 2015, and her teaching and management responsibilities at NYC, she is a member of the International Advisory Board of the ISPS, a global organization promoting psychotherapy for psychosis. Antonia has conducted research on intergenerational relationships at the National School of Public Health in Athens (funded by the 5th Framework of the European Commission) and at Anglia University, Cambridge (funded by the European Social Fund). Antonia is a licensed Psychologist under Greek law and an experienced counselor-Dance Movement Therapist specialising in work with children, women and vulnerable populations. She oversees the running of the NYC Student Counseling Service and coordinates placements and internships for psychology students.

Local Tutors



Dr. Georgina Angelopoulou

Georgina is a clinical neuropsychologist. She holds two undergraduate degrees; from the Department of Philosophy, Pedagogy, Psychology and from the Department of Psychology, National and Kapodistrian University of Athens. She also holds a master's degree in special and Inclusive Education from the Institute of Education, University College London and a master's degree in clinical Neuropsychology from the Faculty of Medicine, National and Kapodistrian University of Athens, School of Medicine/Montreal Neurological Institute, McGill University. In 2021 she completed her PhD at the National and Kapodistrian University of Athens, 1st Department of Neurology. Her doctoral dissertation focused on neural substrate of cognitive deficits in post-stroke aphasia. In 2017, she got the Doctoral Dissertation Visiting Research Scholarship from the Fulbright Foundation and she spent six months at Boston University, to conduct part of her doctoral research, where she was trained in several neuroimaging methods. Her research interests include several areas in the field of Clinical Neuropsychology, including post stroke aphasia and neurodegenerative diseases. She has extended experience in neuropsychological assessment of stroke patients, individuals with neurodegenerative diseases, and children with developmental disorders. She is currently involved in a series of research projects as a research associate at the Neuropsychology and Language Pathology Unit, 1st Neurology Department of Eginition Hospital. She has co-authored several research papers, book chapters, and conference abstracts. She supervises undergraduate research projects at NYC.



Ms. Chryssanthi Andronoglou (PhD candidate)

BSc Psychology, MSc in Clinical Neuropsychology from the Medical School- Kapodistrian University of Athens, MSc in Developmental Neuropsychology from the University of Essex. Chryssanthi is currently studying for her PhD with the University of Nicosia, and is a licensed Psychologist, Developmental and Clinical Neuropsychologist in private practice, and an experienced lecturer focusing on Neuropsychology, Therapy, Intervention and Special Needs. She teaches Statistics & Experimental Design and Research Methods with SPSS, for which she has developed a relevant practice manual. She also teaches biological psychology classes and supervises research projects. She is a Member of the International Neuropsychological Society and Member of the Greek Society of Neuropsychologists.



Ms. Mary Christopoulou (PhD candidate)

Mary holds a Masters degree in Positive Psychology from Panteion University, Athens, Greece. She also holds a degree in Mass Media and Communication from the National and Kapodistrian University of Athens, a BSc in Psychology and an MSc in Organizational Psychology from the University of Hertfordshire (UK) and is a graduate member of the British Psychological Society. She is currently studying for a PhD at Panteion University and is also involved in research activities in the field of Positive Psychology. Mary has published a systematic review on the new concept of "grit". She has worked as a freelance research assistant at EPIPSY, for the purposes of the European School Survey Project on Alcohol and Other Drugs (ESPAD Greece). Mary supervises research projects and teaches the MSc module "Foundations of Positive Psychology", which introduces the main concepts of Positive Psychology to students, familiarizing them with new insights, avenues and cutting-edge research in the field.



Dr. Marsha Koletsi

BA in Psychology from the University of Crete, PhD from the University of Sheffield. Marsha specialized in Cognitive Behavioural Therapy and completed her post-doctoral fellowship at the Psychiatric Department of the Medical School of St. George's Hospital in London, UK. She worked as a psychologist in the National Health Service (UK), at the Counselling Centre of the University of Sheffield and in the Eating Disorders Unit for the Medical Centre of the University of Sheffield. She has extensive research and clinical experience and is a licensed psychologist-psychotherapist in private practice. Dr Koletsi is an accredited clinical supervisor from the British Psychological Society and since 2015 she is involved in the supervision University of Bolton MSc students' clinical training and teaching classes in counselling and psychopathology. She is an Associate Fellow of the British Psychological Society, Member of the Eating Disorders Association, Member of the Greek Psychological Society and the Hellenic Psychological society.



Ms. Nefeli Koskina

BSc in Psychology from the University of Crete, Postgraduate diploma in Practice-based Play Therapy from Canterbury Christchurch University, PGDip. in person centred counselling and MA in Counselling Psychology from the University of Athens. Nefeli works in Private Practice as a Play Therapist working with children and adolescents, and as a Counselling Psychologist with individual adult clients. She is the author of a book on Developmental Psychopathology, with a focus on autism, ADHD, conduct and anxiety disorders in children. Until recently she worked for the Institute of Education and Lifelong Learning, affiliated to the Ministry of Education as a "Trainer", leading parent groups in schools, offering guidance and empowering parents. In addition, she has published journal articles and presented at conferences on eating disorders, attachment status and resilience in children. She teaches introductory psychology and counselling classes and advanced developmental and educational psychology courses.



Dr Lindy McMullin

Dr Lindy McMullin is a transpersonal psychotherapist, researcher, author and lecturer. Her work includes supervising postgraduate research in Psychology and Psychotherapy and designing and delivering training programs in personal development and transformative learning. She teaches Mindfulness techniques through the performing arts, is editor of the European Transpersonal Newsletter and core member of the European transpersonal research committee. She is a motivational speaker who has presented at a number of international conferences, making every attempt to integrate ancient wisdom with modern scientific inquiry. Dr McMullin teaches on the MSc Counselling and Positive Psychology programme of the University of Bolton at New York College and supervises doctoral research.



Mr. Dimitris Panagiotopoulos

MA (Hons) in Philosophy from the University of St Andrews, Scotland, and MSc in Counselling Studies at University of Abertay Dundee, Scotland. He also holds a Postgraduate Certificate in Consciousness and Transpersonal Psychology, and is currently undergoing further training in this field, which is one of his main areas of interest and research. Dimitris has been teaching at NYC for a number of years and is a core member of the NYC faculty. He teaches a wide variety of courses, covering the fields of counselling theories, social psychology, cognitive psychology and developmental psychology. His passion for teaching, as well as the individual attention he gives to his students make him one of the most popular instructors within the Psychology Department. In 2018 he won a faculty award for Teaching Excellence, for the second time.



Mr Georgos Papageorgiou (PhD candidate)

Mr Papageorgiou is a Speech and Language Therapist and Neuropsychologist. He holds an undergraduate degree in speech and language therapy and an MSc in Clinical Neuropsychology – Cognitive Neuroscience; from the Department of Psychology, National and Kapodistrian University of Athens. He is currently in the final stage of completing his doctoral research entitled "An investigation of perception and production of motion in aphasia due to stroke" in the Department of Medicine, National and Kapodistrian University of Athens. His doctoral research is funded by ELIDEK and is being conducted under the supervision of Dr Constantin Potagas. Mr Papageorgiou has been employed at ELEPAP, a rehabilitation centre for the disabled, since 2019. He has been teaching language development, cognitive psychology, biopsychology and neuropsychology since 2018. He became a member of the NYC faculty in 2021 and teaches undergraduate classes in cognitive and biopsychology.



Dr Ntaniella Roumpini Pylarinou

Dr Ntaniella- Roumpini Pylarinou is a Chartered Forensic Psychologist (British Psychological Society). She completed her BSc in Psychology and her MSc in Investigative Psychology at the University of Huddersfield, UK. Ntaniella completed her PhD in 2021 at the University of Huddersfield and her thesis examined Stalking: Victimization, Perpetration and Stalking Myth Acceptance in Greece and the United Kingdom. She was an invited speaker at the District Safeguarding Officers annual event for the Methodist Church to give a seminar on Stalking and has created training material for them with regards to stalking. Ntaniella has also worked as a researcher on different projects within the University of Huddersfield on topics relating to crime and criminal behaviour. She has published articles related to the field of Investigative Psychology. Her other research interests include different types of online harassment such as cyberbullying and cyberstalking, cross-cultural studies, revenge porn, coercive control, modern slavery, and sex trafficking. Dr Pylarinou joined NYC in 2021 and was previously a part-time Lecturer at the University of Huddersfield, UK. At NYC she teaches a range of introductory psychology classes, research methods in Psychology classes and supervises final year research projects.



Evangelia Sachperoglou

Evangelia Sachperoglou is a Counselling and Health Psychologist. She has a BA in Psychology and holds two Master's degrees, one in Counselling and one in Health Psychology. She has worked privately as a counselling psychologist for over a decade. She joined the NYC faculty in the Fall of 2022. During the previous five years, she was a Psychology Instructor and Academic Advisor at Zayed University, in the UAE. Evangelia teaches classes in counselling theory and skills, applied psychology and the therapeutic process. She also supervises undergraduate research projects. She is known for her ability to enthuse her students and transmit knowledge and skills through experiential learning, for example through role play and self-reflective exercises.

PSYCHOLOGY DEPARTMENT



Christina Tsaliki

Christina has an undergraduate degree in Philosophy, Education and Psychology, and a postgraduate diploma in Counselling Psychology with a concentration on education, health and work, both from the University of Athens. Christina has conducted research on counselling caregivers of people with degenerative dementias and is a contributing editor of the book 'Supraconscious-The Genius Within You: How to Experience Your Infinite Potential and Master Ultimate Performances Every Single Moment on Stage and in Life' (published in 2020). Christina works with children, adolescents and parents with mental health issues and learning disabilities at the EDRA-Social Cooperative, providing support and counselling. Christina joined the NYC faculty in 2022. She teaches classes in key studies in psychology, applied psychology and counselling skills. She also supervises undergraduate research projects.



Dimitris Tsiakos

BSc in Psychology from the University of Crete, and numerous other degrees including an MSc in Basic and Applied Cognitive Science and a Postgraduate Certificate in Clinical Supervision from the University of Derby. Dimitris is the owner and Clinical Director of the Center for Contemporary Psychotherapy & Psychoanalysis in Palaio Faliro. He is an experienced psychotherapist, trainer and clinical supervisor, practicing individual Cognitive Analytic Therapist and group psychotherapist. He has completed training in group therapy at the Yalom Institute of Psychotherapy in the USA. He teaches the undergraduate course Essentials of Group Psychotherapy and Psychological Testing, and is also involved in the clinical supervision of postgraduate students.



Dr. Vasiliki Varela

BSc (Hons) in Psychology at the University of East London, MSc in Social Psychology at the London School of Economics (LSE). In 2007, Vicky completed her Ph.D. at University College London's Institute of Cognitive Neuroscience, researching episodic memory retrieval in young eyewitnesses. She completed her post-doctoral training at the prestigious University of Cambridge (in Developmental Psychology) and has since been working as a university lecturer on the subjects of Developmental, Cognitive, Forensic Psychology and Neuropsychology, as well as Research Methods and Statistics. Her research interests include: cognitive neuroscience, decision-making, models, systems and pathologies of memory, attentional processes, language acquisition and disorders, applications of psychology in forensic settings and music perception. She teaches a wide range of courses at undergraduate and Masters level, specializing in psychological research Methods, and undertakes MSc dissertation and PhD supervision.



Dr. Elisabeth Julie Vargo

In 2016, Dr Vargo completed her Ph.D. at University of Kingston in London. The title of her doctoral thesis was "Exploring Contemporary Drug Use through Mixed Methodologies". She is a research expert in psychological-social research studies, experienced in Qualitative, Quantitative and Mixed Research Methods. Dr Vargo also holds an MSc in Clinical and Community Psychology and a Bachelors in Organisational and Occupational Psychology, both from Sapienza University of Rome in Italy. She is a research collaborator for the Center for Open Science, involved in a mass replication project aimed to improve replicability in since 2020. Dr Vargo is Associate Editor of Collabra: Psychology (a methodology and research practice team) and member of the Italian Reproducibility Network. Her research interests include Health Psychology, Clinical Psychology, Sports and Exercise Psychology. Dr Vargo teaches undergraduate research methods classes and supervises research projects.



The NYC Student Counseling Service supports the psychological and emotional well-being of NYC students by providing free counseling sessions and consultation - both of which adhere to strict standards of confidentiality and professional practice.



Supportive Counseling is a valuable opportunity to talk with a mental health professional, regarding a wide range of everyday concerns or ongoing problems, such as: feelings of low self-esteem, anxiety, depression, academic concerns, issues with friends and family, and other relationship and/or identity concerns. The principal aim of the sessions is to provide a safe and confidential space for students, to talk about their concerns and be supported. Brief and focused counseling interventions can help students to find healthy and effective ways to cope with stress, improve time management, find better ways to combine family duties with work or studies, clarify short-term and long-term life goals and develop ways of achieving them.

Individual sessions last 50 minutes. All sessions are free and available by appointment, during semester time for any student enrolled at NYC, in Greek or in English. Students are offered a 6 week course of supportive counseling sessions, focusing on their overall wellbeing and academic success.

Students requesting an appointment for the first time can phone and speak with the Head of the Student Counseling Service, Dr Antonia Svensson (Tel.: 210 3225961), or send their request via email: counseling@nyc.gr



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